



Leadership for Rigor/Relevance Relationships

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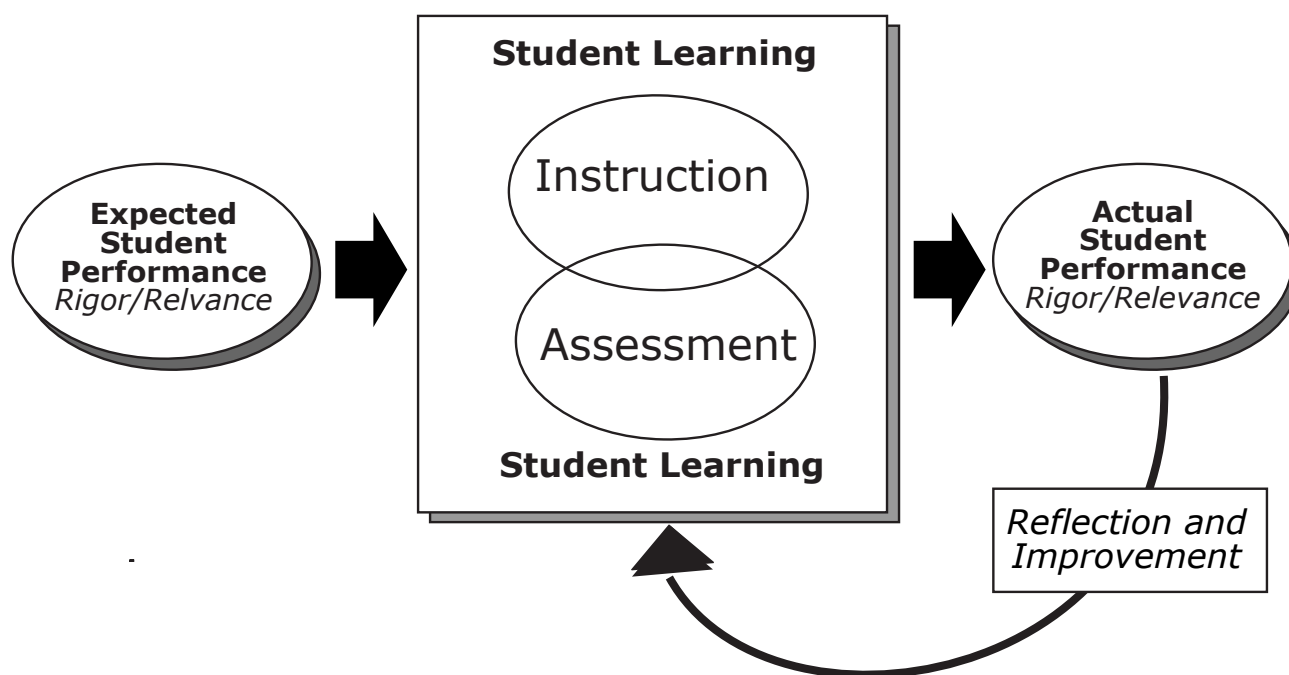
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Rigor/Relevance Framework

K N O W L E D G E	T A X O N O M Y	Evaluation	6	C Assimilation		D Adaptation		
		Synthesis	5					
		Analysis	4					
		Application	3	A Acqulsition		B Application		
		Understanding	2					
		Awareness	1					
		1	2	3	4	5		
		Knowledge	Apply in discipline	Apply across disci- plines	Apply to real-world predictable situations	Apply to real-world unpredictable situations		
APPLICATION MODEL								

Rigorous and Relevant Instruction



Rigor/Relevance Framework³

Worksheet

KNOWLEDGE TAXONOMY

Evaluation	6	C - Assimilation		D - Adaptation		
Synthesis	5					
Analysis	4					
Application	3	A - Acquisition		B - Application		
Comprehension	2					
Awareness	1					
		1	2	3	4	5
		Knowledge in one discipline	Apply in one discipline	Apply across discipline	Apply to real-world predictable situations	Apply to real-world unpredictable situations



APPLICATION MODEL

Supervising Learning

Good Reflective Questions

What do you intend students to learn?

What is the level(s) of Rigor and Relevance?

How do you know students understood the lesson?

Are you meeting the needs of all students?

What data are you using to determine you are meeting the standards?

What can I do as instructional leader to support your efforts?

What was the most successful part of the learning experience and why?

If you teach this lesson again, how would you change it?

What evidence can you share regarding achievement of standards?

How do you know learning has occurred?

What strategies do you use to address individual learning styles?

Checklist for Rigorous and Relevant Teaching and Learning

The teaching design

- ☐ Is planned using data on students and curriculum.
- ☐ Is clearly linked to priority state standards.
- ☐ Has an expectation for levels of rigor and relevance.
- ☐ Uses appropriate assessments aligned with the rigor and relevance of expectations.
- ☐ Is clearly guided by big ideas and essential questions.
- ☐ Uses strategies that are aligned with the rigor and relevance of expectations.
- ☐ Includes the knowledge and skills necessary for expected student performance.
- ☐ Uses authentic performance tasks calling for students to demonstrate their understanding and apply knowledge and skills.
- ☐ Uses clear evaluation criteria and performance standards evaluations of student products and performances.
- ☐ Uses a variety of resources. The textbook is only one resource among many.

The classroom

- ☐ Has student work and essential questions as central to classroom activities.
- ☐ Has high expectations and incentives for all students to achieve the expected performance.
- ☐ Has a culture that treats students and their ideas with dignity and respect.
- ☐ Displays evaluation criteria or scoring guides.
- ☐ Has samples of high-quality student work on display.

The teacher

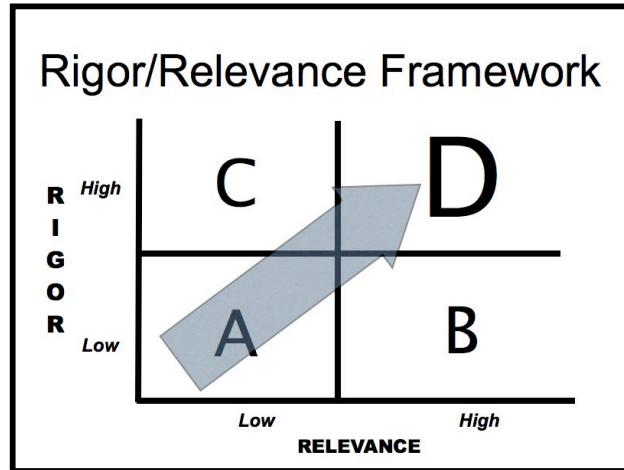
- ☐ Informs students of the expected performance, essential questions, performance requirements, and assessment criteria at the beginning of the lesson or unit.
- ☐ Engages students' interest when introducing a lesson.
- ☐ Uses a variety of strategies that match the expected level of rigor and relevance and learning styles of students.
- ☐ Facilitates students' active construction of meaning (rather than simply telling).
- ☐ Effectively uses questioning, coaching, and feedback to stimulate student reflection.
- ☐ Facilitates student acquisition of basic knowledge and skills necessary for student performance.
- ☐ Differentiates instruction to meet individual student needs.
- ☐ Adjusts instruction as necessary on reflection and feedback from students.
- ☐ Uses information from ongoing assessments to check for student learning and misconceptions along the way.
- ☐ Uses a variety of resources to promote understanding.

The students

- ☐ Can describe the goals (student performance) of the lesson or unit.
- ☐ Can explain what they are doing and why (i.e., how today's work relates to the larger unit or course goals).
- ☐ Are engaged throughout the lesson or unit.
- ☐ Can describe the criteria by which their work will be evaluated.
- ☐ Are engaged in activities that help them to apply what they have learned.
- ☐ Demonstrate that they are learning the background knowledge and skills that support the student performance and essential questions.
- ☐ Have opportunities to generate relevant questions.
- ☐ Are able to explain and justify their work and their answers.
- ☐ Use the criteria or scoring guides to revise their work.

Benefits of Using RR Framework

- ◆ Simple, versatile and powerful
- ◆ Something new that builds on what teachers know
- ◆ Inclusive
- ◆ Shift focus to Student Learning
- ◆ Avoids defending current practice
- ◆ Framework for selecting strategies and assessments
- ◆ Agenda for collaboration
- ◆ Natural build



Raising the Level of Rigor and Relevance

There are several ongoing strategies that must be in place to raise the level of rigor and relevance. Those strategies are:

Rubrics –assessments including rubrics, scoring guides and checklist used to measure learning in student performance

Reading – the fundamental skills that is pre-requisite for nearly all learning

Reflective Thought – behavior of students causes them to pause, think, question and reflect as part of learning

Revision - improvement of teaching in learning through experimentation, reflection and sharing best practices

Research – analytical evaluation of innovative practices

Resilience – the students character trait that causes them to try again, struggle to achieve and bounce back from poor performance in the education process

Relationships – the positive connection between students and their peers, parents and teachers that supports them to achieve at high levels

Reschedule – revisions to master schedules of teachers and students to work toward the goal of better meeting student needs

Rejuvenation – teacher professional learning that ignites passion to teaching and energizes teaching with new ideas and strategies

Rewards – recognition and awards provided to students and staff for accomplishing higher levels of achievement

Relationship Framework

A question for school improvement is about the role of relationships and whether it can be a deliberate improvement strategy. Good leaders inspire others and in the process develop positive relationships among staff. Likewise good teachers break down student isolation and facilitate learning that provides a strong supportive learning environment for students. Clearly positive relationships occur in many schools. The question is whether in the process of school improvement, can we elevate relationships from a characteristic we observe to a dimension of schools we measure, set goals around, plan for and systematically improve?

Perhaps what is needed to bring relationships into a viable aspect of school improvement is the development of a relationship framework. Such a taxonomy will enable quantifying relationships. Over fifty years ago, Benjamin Bloom and others developed the knowledge taxonomy that has become universally accepted as a way to designate levels of cognitive thinking. Teachers set and improve levels of student thinking in their classrooms using this knowledge framework. Bill Daggett and the International Center for Leadership in Education created the Application Model to describe a taxonomy of learning along higher degrees of application. In the same way the knowledge taxonomy and the Application Model have helped define knowledge and application, a clear taxonomy for relationships can drive improvement in relationships related to learning.

The following relationship framework describes the levels of relationships.

Level 0 on the framework is **Isolation**. This is the lack of any positive relationships and the individual feels alone and isolated from social relationships that would enhance learning. Level 1 is **Known**. You must know someone before you develop a relationship. When teachers seek to develop positive relationships with students, the first step is getting to know them – their families, their likes, dislikes, aspirations and learning styles. Level 2 is **Receptive**. Often a learning relationship is described in terms of providing the assistance and support that a student needs. However, a preliminary level is exhibiting the perception that you are interested and genuinely care about developing a relationship. This comes from frequent contact, in multiple settings and taking and active interest. Level 3 is **Reactive** in which one person receives guidance or support from another. The relationship then yields emotional support or cognitive information. Level 4 is **Proactive**. At this level the partners have made a proactive commitment to do more than assist when needed, but take an active interest and supports the other person. **Sustained** is Level 5. At this level the positive relationship of support is balanced from all family members, peers and teachers. It is also a relationship that will endure over a long period of time. This is the level of relationships that parents have with their children. The highest level is 6 – **Mutually Beneficial**. This level occurs rarely in education for at this point both parties contribute support to one another in a sustained relationship.

Relationship Framework

0. Isolation

1. Known

2. Receptive

3. Reactive

4. Proactive

5. Sustained

6. Mutually Beneficial

When the relationship framework is applied to learning, it refers to the support that is provided to students from teachers, parents, peers and community. The following chart describes the levels of student support at each level of the framework.

Relationship Framework	
Learning Relationships - Support for Students	
0. Isolated	Students feel significant isolation from teachers, peers, or even parents. Students lack any emotional, social connection to peers and teachers.
1. Known	Students are known by others; frequently called by name. Teachers know students and their families, their interests, aspirations and challenges. Students are known by peers that they interact with in school.
2. Receptive	Students have contact with peers, parents, and teachers in multiple settings. Teachers exhibit positive behaviors of “being there” that show genuine interest and concern.
3. Reactive	Teachers, parents, and peers provide help to students when requested, but support may be sporadic and inconsistent among support groups.
4. Proactive	Others take an active interest in a student’s success. Teachers take initiative to show interest and provide support. Students and others express verbal commitment for ongoing support and validate this commitment with their actions.
5. Sustained	There is extensive, ongoing, pervasive and balanced support from teachers, parents and peers that is consistent and sustained over time.
6. Mutually Beneficial	The highest level of relationships, rarely achieved in school setting where students enjoy high levels of support and also support others in a mutually beneficial learning relationship.

How the Relationship Framework Helps Teachers

Once teachers make relationships important, they can begin to reflect about current practices and discuss how to improve relationships. Relationships are not simple good or bad, there are degrees. And relationships can be changed over time. The usefulness of the Relationship Model is that it first helps teachers understand that there are degrees of relationships. When they think about their relationships with students, they can use the Framework to apply a qualitative measure to the level of relationships. This qualitative measure helps teachers reflect on their current levels and allows them to decide if they wish to make changes to improve relationships. When relationships are categorized as simple dichotomy of good or bad, teachers are not likely to reflect on practice or make self directed changes. If changes are “good” there is no need for change. If relationships are “poor” it is easier to become defensive, blame the other party or simply accept things for the way they are. When you use a leveled framework for describing relationships it has a different effect on teachers. Even if relationships are poor, there are at least some positive aspects to build on. This makes teachers less defensive because there is at least some positive aspects to relationships. This is something to build on and doesn’t create a sense of there is nothing the teacher can do to improve. At the other end of the scale and in a situation where relationships are generally “good”, they are never as good as they could be, There is the potential for growth and further improvement. This motivates even the best teachers to continue to work on improving

relationships and strive to reach higher levels. In this scenario, all teachers need to work on improving relationships regardless of the current level of success.

The other aspect that is powerful in using the Relationship Framework is the levels help to identify the changes that need to be made to improve relationships. If a teacher observes a student that is isolated, the first step is to engage in interventions to get the student “known.” The teachers can get to know the student and facilitate activities among peers to expand what they know about one another. Just because student “hang out” together, does not mean that they really know much about each other. Sometimes a student in a group can be just as isolated as a student that sits alone in a school cafeteria. If a teacher observes that current student relationships are at the “Known” level, relationship intervention can focus on frequency of contact and exhibiting behaviors of receptivity. The next level is moving up to behaviors the react to providing support to students. This levels of the Framework provide this guidance to the interventions that will lead to high levels of student support and learning relationships.

School leaders should begin to use the Relationship Framework as a way to describe levels of relationships in supporting student learning and to guide teachers in reflecting on current practice to increase student support.

Classroom Mgt. vs. Learning Relationships

The teacher role and responsibility in teaching and learning in the classroom is often divided into instruction and classroom management. Instruction refers to the content and pedagogy of what is learned. Classroom management usually refers to the processes and techniques that teachers use to set the climate for learning. Classroom management is a term that create the impression that the classroom is a industrial process rather than a collaboration among people. Classroom management requires that the teacher applies certain management techniques without any emotion to make sure that the classroom runs smoothly and efficiently. Classroom management is a term that originates in the industrial model of education. This industrial model is the same model that gives us a rigid bell schedule, differentiation of labor and large schools houses. School leaders are now questioning many of these industrial model characteristics. Perhaps one of the changes we should make is to abandon the term classroom management and replace it with relationship building. Teachers need to create a climate for learning in the classroom. But this is not a process to be managed. The classroom is a group of students that desire and deserve a high quality personal relationship with adults and peers. It is this quality of relationship that drives their behavior and leads to learning. The following table describes differences from looking at the climate for instruction as relationship building rather than classroom management.

	Classroom Management	Relationship Building
Classroom Rules	Mandated	Negotiated
Power	Without question	Power with respect
Observation of Effectiveness	Students sitting passive and quiet	Students activity engaged
Risk Taking	Discouraged	Encouraged
Control Mechanism	Negative punishments	Positive reinforcement
Primary Teacher role	Absolute attention	Source of encouragement
Voice	Group pronouncements	Private conversations

Improving Student Support for Learning

Supportive Behaviors – *ways teachers act and interact with students to positive learning support and good relationships.*

- ◆ Showing Respect
- ◆ Being There
- ◆ Active Listening
- ◆ Frequent Contact
- ◆ Encouragement
- ◆ Avoiding “Put Downs”
- ◆ Displaying Student's Work
- ◆ Writing Encouraging Notes
- ◆ Identifying Unique Talents and Strengths
- ◆ Celebrating Accomplishments
- ◆ Serving as a Role Model
- ◆ Using One-on-One Communication
- ◆ Encouraging Students to Express Opinions Ideas
- ◆ Creating Inviting Classroom Climate
- ◆ Exhibiting Enthusiasm
- ◆ Using Positive Humor
- ◆ Students Praising Peers

Supportive Initiatives – *school initiatives that contribute to positive learning support and good relationships.*

- ◆ Character Education
- ◆ Beginning of the Year Student Social Activities
- ◆ Team Building
- ◆ Mentoring
- ◆ Rewards, Recognition, Incentives
- ◆ Student Advocacy
- ◆ Advisement Program
- ◆ Peer Mediation
- ◆ Students as Teachers
- ◆ Family, Community, Business Partnerships
- ◆ Service Learning
- ◆ Extra and Co-curricular Activities
- ◆ Sports Programs

Supportive Structures – *major organizational changes that contribute to learning support and good relationships.*

- ◆ Small Learning Communities
- ◆ Alternative Scheduling
- ◆ Team Teaching
- ◆ Teacher Continuity (multi-age, looping)
- ◆ School-based Enterprises
- ◆ Professional Learning Communities

Suggested Reading List

Building Relationships to Support Student Learning

- Blanchard, Ken. (2002). *Whale Done!* New York, NY: Simon and Shuster.
- Cushman, Kathleen. (2003). *Fires in the Bathroom: Advice to Teachers from High School Students*. New York: New Press.
- Cushman, Kathleen. (2005). *Sent to the Principal: Students Talk About Making High Schools Better*. Providence, RI: Next Generation Press.
- Gladwell, Malcom. (2005). *Blink*. New York: Little, Brown and Company.
- Harris, Sandra. (2005). *BRAVO! Teacher: Building Relationship with Actions that Value Others*. Larchmont, NY: Eye On Education.
- Horsch, Patricia, Chen, Jie-Qi, & Nelson, Donna. (1999). Rules and Rituals: Tools for Creating a Respectful, Caring Learning Community. *Phi Delta Kappan*.
- Kovilik, Susan J., & Olsen, Karen D. (2005). *Exceeding Expectations, 3rd Edition: A User's Guide to Implementing Brain Research in the Classroom*. Federal Way, WA: Books for Educators.
- Pink, Daniel H. (2005). *A Whole New Mind*. New York: Riverhead Books.
- Vitto, John M. (2003). *Relationship-Driven Classroom Management*: Corwin Press.

Building Staff Relationships

- Barth, Roland. (2003). *Lessons Learned: Shaping Relationships and the Culture of the Workplace*. Thousand Oaks, CA: Corwin Press.
- Cambron-McCabe, Nelda, Cunningham, Luvern, Harvey, James, & Koff, Robert. (2004). *The Superintendent's Fieldbook*. Thousand Oaks, CA: Corwin Perss.
- Crowther, Frank, Kaagan, Stephen, Ferguson, Margaret, & Hann, Leonne. (2002). *Developing Teacher Leaders*. Thousand Oaks, CA: Corwin Press.
- Deal, Lee Bolman and Terrance. (1995). *Leading With Soul: An Uncommon Journey of Spirit*. San Francisco: Josset-Bass.
- DuFour, Richard , & Eaker, Robert. (1998). *Creating Professional Learning Communities*. Indianapolis, IN: Solution Tree.
- Eaker, Robert, DuFour, Richard, & DuFour, Rebecca. (2002). *Getting Started: Reculturing Schools to Become Professional Learning Communities*. Bloomington, IN: Solution Tree.
- Fullan, Michael. (2001). *Leading in a Culture of Change* San Francisco, CA: Jossey Bass.
- Gardner, Howard. (2004). *Changing Minds: The Art and Science of Changing Our Own and Other People's Minds*. Cambridge, MA: Harvard Business School Press.
- Hodges, Diane. (2005). *Looking Forward to Monday Morning*. Thousand Oaks, CA: Corwin Press.
- Hord, Shirley M. (2004). *Learning Together, Leading Together: Changing Schools Through Professional Learning Communities*. New York: Teachers College Press.
- Lundin, Stephen C., Christiensen, John, & Paul, Harry. (2002). *Fish! Tales*. New York, NY: Hyperion.
- Portner, Hal. (2003). *Mentoring New Teachers*. Thousand Oaks, CA: Corwin Press.
- Sergiovanni, Thomas. (2004). *Strengthening the Heartbeat: Leading and Learning Together*. San Francisco, CA: Jossey-Bass.
- Sizer, Theodore R., & Faust, Sizer Nancy. (1999). *The Students Are Watching: Schools and the Moral Contract*: Beacon Press.
- Wheatley, Margaret (2002). *Turning to One Another*. San Francisco, CA: Berrett-Koehler Publishers.

Leadership for Rigor/Relevance/Relationship An Agenda for Change

(From the Leadership for Rigor, Relevance and Relationship Resource Kit, International Center for Leadership in Education, 2006)

Pervasive	Considerable	Partial	Initiated	Absent	Envision <i>"Vision without action is a dream. Action without vision is simply passing the time. Action with Vision is making a positive difference."</i> Joel Barker
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Share information on WHY rigor, relevance and relationships are important.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Collect ongoing evidence of the need for rigor, relevance and relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Engage staff in discussions to understand, embrace and reflect on the need for rigor, relevance and relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Establish common definitions of rigor and relevance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Establish common definitions of relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Share examples in the school of rigor and relevance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Connect rigor and relevance with instruction and assessment.

Pervasive	Considerable	Partial	Initiated	Absent	Discover <i>The real act of discovery consists not in finding new lands but seeing with new eyes.</i> Marcel Proust
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Analyze local assessments as to the level of rigor and relevance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Identify examples of Quadrant D lessons in the school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Share examples of high rigor and high relevance learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Analyze state assessments as to the level of rigor and relevance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Conduct student focus groups on rigor and relevance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Conduct student focus groups on relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Survey students as to the current levels of learning support and relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Share stories among staff of examples good learning support and relationships.

Pervasive	Considerable	Partial	Initiated	Absent	<p style="text-align: center;">Build</p> <p style="text-align: center;"><i>"You lead today by building teams and placing others first."</i></p> <p style="text-align: center;">Jeff Immelt</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Share Rigor/Relevance Framework with students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Explain Rigor/Relevance Framework with parents.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Engage staff in applying Rigor/Relevance Framework to their instruction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Explain Relationship Framework to staff and reflect on current levels of relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Create consensus on priority standards for learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Map instruction at each grade and each course to state standards.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Agree on a common lesson format for high rigor/high relevance instruction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Reflect on positive and negative staff behaviors that influence learning relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Analyze strengths of extra-curricular activities that contribute to positive learning relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Establish student learning criteria and data measures for school that relate to core and stretch learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Establish student learning criteria and data measures for school that relate to student engagement and personal skills development.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Improve staff collaboration through team building activities.

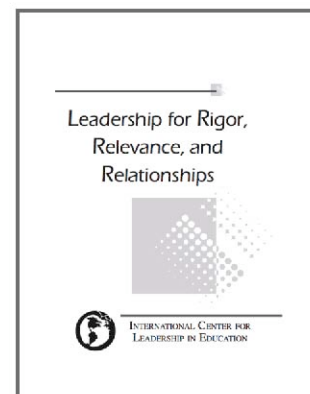
Pervasive	Considerable	Partial	Initiated	Absent	<p style="text-align: center;">Create</p> <p style="text-align: center;"><i>"The goal isn't to live forever, the goal is to create something that will."</i></p> <p style="text-align: center;">Chuck Palahniuk</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Design interdisciplinary lessons.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Design new activities to strengthen learning relationships among students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Design activity to strengthen support and relationships for students into the transition year into school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Create new instructional activities that increase rigor and or relevance.

Pervasive	Considerable	Partial	Initiated	Absent	<p>Develop</p> <p><i>"When you shift people's perceptions, their actions follow."</i></p> <p>Rayona Sharpnack</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Develop staff skills to create, adapt and use performance assessments.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Develop staff skills to identify and write good test questions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Develop common performance tasks for typical students performance, e.g. writing, presentations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Develop staff skills to write high rigor, high relevance performance tasks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Develop staff ability to select and use instructional strategies appropriate for high rigor/high relevance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Develop staff skills in building positive learning relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Develop staff ability to create classroom procedures that build learning relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Create structures and support for daily professional learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Create a model of peer teaching and coaching.

Pervasive	Considerable	Partial	Initiated	Absent	<p>Support</p> <p><i>"Some people change when they see the light, others when they feel the heat."</i></p> <p>Caroline Schoeder</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. School instructional leaders conduct frequent walk-throughs to observe instruction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Rigor and relevance is part of the observation protocols for classroom walk-throughs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Provide opportunities for peer review of instruction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Conduct peer review of learning experiences for rigor and relevance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Conduct celebrations of achievement of rigor and relevance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Conduct celebrations of developing learning relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Analyze data on student learning criteria on core and stretch learning related to rigor and relevance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Analyze data on student improvement of student learning criteria on student engagement and personal skills development related to relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Staff give each other feedback on practice of positive relationship behaviors.

Leadership for Rigor, Relevance, and Relationships

Leadership for Rigor, Relevance and Relationships is an excellent way to make a contribution to the topic of relationships in schools while building on the rigor/relevance vision of the International Center. The purpose of this resource kit is to support school administrators at all levels K-12 to take a leadership role in creating/enhancing a culture of rigor, relevance, and relationships in schools. The kit takes a broad perspective on rigor and relevance, introduces relationships, goes into depth on the school leader's supervision role, and provides a model for leadership and change. Case studies, tools, and staff development activities are included. **438 pages #K-06-RRR \$295**



Contents

Overview

Measuring Student Learning

1. Why Rigor, Relevance, and Relationships?

- The Need for Rigor, Relevance, and Relationships
- Schools Not Meeting Student Needs
- Importance of Relationships
- Value of Relevance
- Further Reading

2. Defining Rigor and Relevance

- Introducing the Rigor/Relevance Framework
- Teaching and Learning in the Rigor/Relevance Framework

3. Defining Relationships in Learning

- Dimensions of Relationships
- Relationship Framework
- How the Relationship Framework Helps Teachers
- Further Reading

4. Building Student Relationships

- How to Build Relationships
- Supportive Behaviors
- Supportive Initiatives
- Supportive Structures
- Further Reading

5. Building Staff Relationships

- How to Build Relationships
- Collaborative Behaviors
- Collaborative Initiatives
- Collaborative Structures
- Further Reading

6. A Model for Leadership and Change

- Why, What, and How of Change
- Empowering Individuals in the Change Process
- Tools for Change
- Summary
- Further Reading

7. Leadership Activities

- Introduction
- List of Activities
- Envision
- Discover
- Create
- Build
- Develop
- Support

8. School Success Stories

- Introduction
- Matthys Elementary School
- A.B. Combs Elementary School
- Awtrey Middle School
- Will Rogers Middle School
- Brockton High School
- Kenwood Academy High School
- A.J. Moore Academy
- Granger High School
- Kennesaw Mountain High School
- Excelsior Education Center

9. Personal Portfolio

- Purpose of the Portfolio
- Benchmark Tasks
- Implementation Actions
- Evidence
- Reflection